

## HILTON HEAD ELEMENTARY

30 School Road  
Hilton Head Island, South Carolina 29926

GRADES	PK-5 Elementary School	
ENROLLMENT	1,925 Students	
PRINCIPAL	Mary M. Briggs	843-342-4218
SUPERINTENDENT	Herman K. Gaither	843-322-2300
BOARD CHAIR	Earl Campbell	843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
29	31	2	0	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 21 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

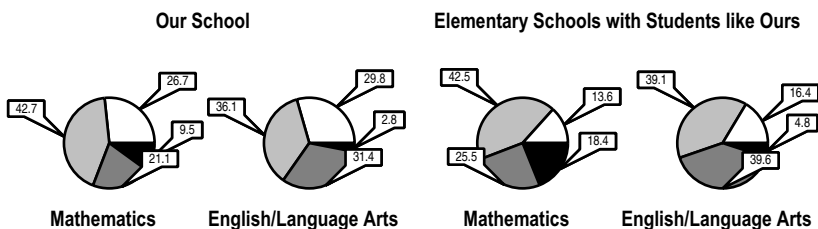
FOR MORE INFORMATION, VISIT WEBSITES AT:





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Good	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	118	300	211
Percent satisfied with learning environment	94.9%	85.8%	87.1%
Percent satisfied with social and physical environment	86.2%	77.7%	78.2%
Percent satisfied with home-school relations	85.2%	85.1%	86.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	992	99.1	29.8	36.1	31.4	2.8	34.2	17.6
Gender								
Male	499	98.8	33.9	36.3	27.9	1.9	29.8	17.6
Female	493	99.4	25.6	35.9	34.8	3.7	38.5	17.6
Racial/Ethnic Group								
White	532	99.4	12.0	35.4	48.2	4.3	52.6	17.6
African-American	200	100.0	46.6	41.9	10.5	1.0	11.5	17.6
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	250	97.6	56.0	32.0	11.1	0.9	12.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	864	99.2	26.8	36.4	33.6	3.2	36.8	17.6
Disabled	128	98.4	49.2	33.9	16.9	N/A	16.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	992	99.1	29.8	36.1	31.4	2.8	34.2	17.6
English Proficiency								
Limited English proficient	169	97.6	70.8	26.0	2.6	0.6	3.2	17.6
Non-limited English proficient	823	99.4	21.5	38.1	37.1	3.2	40.3	17.6
Socio-Economic Status								
Subsidized meals	302	99.0	58.0	33.5	7.8	0.7	8.5	17.6
Full-pay meals	690	99.1	17.5	37.2	41.5	3.7	45.2	17.6

Mathematics								
All students	992	100.0	26.7	42.7	21.1	9.5	30.6	15.5
Gender								
Male	499	100.0	26.1	43.6	20.9	9.4	30.3	15.5
Female	493	100.0	27.3	41.8	21.2	9.7	30.9	15.5
Racial/Ethnic Group								
White	532	100.0	9.4	42.2	32.5	15.9	48.4	15.5
African-American	200	100.0	44.5	47.6	6.3	1.6	7.9	15.5
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	250	100.0	50.9	40.3	6.6	2.2	8.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	864	100.0	24.4	43.3	22.0	10.4	32.4	15.5
Disabled	128	100.0	41.6	39.2	15.2	4.0	19.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	992	100.0	26.7	42.7	21.1	9.5	30.6	15.5
English Proficiency								
Limited English proficient	169	100.0	63.9	31.6	3.9	0.6	4.5	15.5
Non-limited English proficient	823	100.0	19.2	45.0	24.6	11.3	35.9	15.5
Socio-Economic Status								
Subsidized meals	302	100.0	55.0	37.6	6.0	1.4	7.4	15.5
Full-pay meals	690	100.0	14.4	44.9	27.6	13.0	40.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	319	N/A	23.8	32.8	38.6	4.8	43.4
	Grade 4	325	N/A	23.2	39.9	34.2	2.7	36.9
	Grade 5	312	N/A	16.8	52.1	28.7	2.4	31.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	291	99.7	24.1	29.6	41.1	5.2	46.3
	Grade 4	356	98.3	29.3	35.8	32.5	2.4	34.9
	Grade 5	345	99.4	35.0	41.7	22.1	1.2	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	319	N/A	35.6	37.7	19.2	7.5	26.7
	Grade 4	325	N/A	32.2	30.9	19.8	17.1	36.9
	Grade 5	312	N/A	24.1	45.5	19.2	11.2	30.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	291	100.0	18.5	47.0	24.4	10.0	34.4
	Grade 4	356	100.0	30.5	39.9	21.0	8.6	29.6
	Grade 5	345	100.0	29.4	42.0	18.4	10.1	28.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,925)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	Down from 1.1%	1.8%	2.4%
Attendance rate	95.3%	Down from 95.7%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.7%	Down from 20.2%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.5%	Up from 4.4%	6.8%	8.0%
Older than usual for grade	0.2%	Down from 0.3%	0.5%	1.1%
Suspended or expelled	2.3%	Up from 0.0%	0.0%	0.0%

Teachers (n= 150)				
Teachers with advanced degrees	44.7%	Down from 45.3%	53.7%	50.0%
Continuing contract teachers	86.7%	Up from 81.1%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.1%	No change	88.8%	86.2%
Teacher attendance rate	92.9%	Up from 91.4%	96.0%	95.3%
Average teacher salary	\$41,322	Up 9.2%	\$41,682	\$39,909
Prof. development days/teacher	19.2 days	Down from 19.5 days	10.1 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	19.6 to 1	Down from 20.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	82.3%	Down from 82.5%	91.1%	89.7%
Dollars spent per pupil*	\$6,174	Up 2.7%	\$5,354	\$5,892
Percent spent on teacher salaries*	57.5%	Down from 66.8%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hilton Head Elementary is unique from other elementary schools in several ways, most notably in our physical size and enrollment. Our enrollment is close to 2100 students in Pre-K through 5th grade. We have a diverse student population with a third of our students coming from different countries. Our school consists of three connected buildings with a combined space of 250,000 square feet. Because we are overcrowded at this site, the district has plans to build an early childhood center for 4 and 5 year olds which will open in the fall of 2004.

We offer a number of services to students both during the day and as part of a federal extended day grant. These services include Special education, remediation as needed, programs for gifted and talented, strings, chorus, dance, chess and others. After extensive research and community input, the school adopted a parent choice "academy" organization to deliver instruction in smaller, closer teams of classes.

With our standards-based approach to teaching and learning, a major issue is the content that our students should learn. The content in all four academies is based on grade level standards and age appropriateness. The difference from academy to academy is the approach to teaching or the way that curriculum is organized. Children have different learning styles and our academies address those differently. Parents select the academies for their children providing choice within a public school setting.

This year has offered opportunities and challenges as we have prepared our 600+ children who are not native English speakers to take the PACT test, either as a field test or as part of the official testing. We also have dealt with air quality issues that were raised by parents and staff in the fall. Much of our building was remediated over the winter holiday with more to come.

Our SIC, PTA and CMC make decisions for the entire school. Each group has representatives from the four academies. Parent and community involvement is strong. Hundreds of volunteers come into the school everyday to work with students in our classrooms. They enrich the life of our school and greatly contribute to our success.

Mary Briggs

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.